

# St Catherine's Pre-school

St Catherine's Pre-school, Wittenham Avenue, Tilehurst, Reading, Berkshire, RG31 5LN



## Inspection date

Previous inspection date

14 March 2017

27 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider delayed informing Ofsted of a change to the manager, and has not informed Ofsted about changes to the committee, as required.
- The provider fails to ensure all staff have the most current training to be up to date in all areas of their roles.
- Overall, the planning of activities is good, however, staff do not make best use of the environment, during specific activities that include physical development.

### It has the following strengths

- The manager supports her staff to help them plan more effectively and use a consistent approach in how they monitor children's achievements. They have a clear knowledge of children's individual needs to help them progress in their learning.
- Children benefit from a welcoming environment. They behave very well and have warm bonds with the staff who care for them. They make good progress and are eager to take part in their activities.
- Parents are positive about the care children receive. There are good strategies in place to engage parents for further learning at home, such as the activity boxes.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

- |   | <b>Due Date</b> |
|---|-----------------|
| ■ develop knowledge and understanding of the requirement to notify Ofsted   | 31/03/2017      |
| ■ ensure all staff are equipped with the appropriate skills, training and professional development to ensure they are up-to-date in all areas of their roles. | 31/03/2017      |

### To further improve the quality of the early years provision the provider should:

- ensure the environment is always suitable for planned activities to maximise children's learning and development.

## Inspection activities

- The inspector observed children during their play indoors and outdoors.
- The inspector and manager completed a joint observation. They discussed how staff plan for children's learning and progress and how staff are supported in their interaction skills.
- The inspector spoke with children, parents and staff at appropriate times during the inspection. She met with the manager and the provider.
- The inspector sampled the provider's documentation and children's records.
- The inspector met with the manager to discuss how staff develop their practice and evaluate their provision of care.

**Inspector**  
Aileen Finan

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Generally, staff use the provider's policies, procedures and risk assessments appropriately to support them in keeping children safe and secure. Safeguarding is effective. Staff know how to protect children's welfare. However, they have not been provided with robust enough support and training to fully update all their skills and knowledge. The systems for recruitment, induction, training and supervision of staff are generally well established. The provider initially failed to notify Ofsted that a new manager was in post and of the new committee members. Nonetheless, the provider ensures the committee members do not have unsupervised access to children and has started the notification process.

### **Quality of teaching, learning and assessment is good**

The manager has reviewed staff's practice in planning for children's learning, and this is much improved. Staff understand what children know and can do when they start at the pre-school, which enables them to plan for children's individual learning. Staff are confident to make interventions for those children needing additional support and those with special educational needs and/or disabilities. Partnerships with other professionals sharing the care of children are well established. Staff demonstrate effective interaction skills during activities, such as singing and story times, and as children explore with different toy animals. They help children count the animals and put them in order of size, helping to improve mathematical understanding. However, attention is required to ensure the music and movement session provides a better opportunity to promote children's physical development.

### **Personal development, behaviour and welfare are good**

Staff support equality and diversity well. They help children to respect the views of others, listen to their friends, share and take turns. Staff help children learn about difference, for example, through topics on celebrations such as Holi, the festival of colours. Staff encourage children's independence, for instance, children put their coats on prior to going outdoors. Children enjoy snack times and understand hygiene routines, such as washing their hands and clearing away after they have eaten.

### **Outcomes for children are good**

Children enjoy their play and are eager to join in. They regularly learn new rhymes and are confident to recall these. Children speak in groups, for example, reciting the days of the week and identifying colours. Children are eager to explore the 'treasure' basket containing bells, silver cups and necklaces. They are interested in new colours, such as silver. Older and more able children develop their literacy understanding by practising to write their names. Children learn about living creatures and find toy bugs hidden outside. They count the legs on the toy spiders confidently understanding that there are eight. Children learn a good range of skills and show readiness for the next stages of their learning.

## Setting details

<b>Unique reference number</b>	110745
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	1085704
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	St Catherine's Pre-School Committee
<b>Registered person unique reference number</b>	RP523169
<b>Date of previous inspection</b>	27 January 2015
<b>Telephone number</b>	07745 909 348

St Catherine's Pre-School registered in 1992. The pre-school opens five days a week during school term times. Sessions are from 9am to noon Monday to Friday, with a lunch club and afternoon session until 3pm on Tuesday, Wednesday and Thursday. The pre-school employs eight staff and all hold recognised childcare qualifications. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

